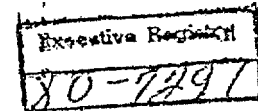


17 JUN 1980

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CONFIDENTIAL



16 June 1980

*Lee Brown*

MEMORANDUM FOR: Deputy Director of Personnel Policy, Planning  
and Management

FROM : Deputy Director of Central Intelligence

SUBJECT : Five-Year Projections--Women and Minorities

1. As the DCI and I continue to review the recent SIS promotion recommendations, we remain concerned about the paucity of women and minorities recommended for SIS promotion and the continuing low overall percentage of women and minorities in the SIS ranks. Statements have been made that the future looks bright in this area because of the coming GS-13 to GS-15 feeder groups. However, my preliminary review of available current statistics shows this may be true of only one directorate, DDO, while the feeder groups may not be growing in other areas.

2. In order to better understand the situation and to decide on possible additional future actions, I would like your personnel planning people to provide me the following additional facts on women and minorities by the end of the week:

- ° Five-year projection of women and minorities in SIS grades, by career services.
- ° Five-year projection of women and minorities in grades GS-13 to GS-15, by career services.

3. Please also provide OPPPM response to the following questions:

a. What seem to be the current barriers to hiring and advancing women and minorities?

b. Are women and minorities receiving the necessary experience and developmental assignments to move into leadership roles?

Signer

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c. What are OPPPM's ideas for additional Agency-wide policies and actions to accelerate the advancement of women and minorities to supervisory, management leadership positions, particularly at the GS-13 to GS-15 and SIS grades? Include your assessment of an expansion of lateral entry as a possible near term solution.



Frank C. Cartucci

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While our affirmative action plan, and our succession planning, panel ~~W~~ ~~exam~~ evaluation, annual ranking and promotion target systems insure, at the least, equal opportunity for advancement once on duty, ~~the~~ apparently, ~~the~~ figures show these programs/practices are not having the desired result of increasing women and minorities in the higher grade levels.

The systems themselves are essentially non-biased in their construction and implementation and are meant to insure that no one is overlooked; yet, they seem not to be effective in creating any measurable improvement.

In light of this evidence, one can only conclude that barriers do exist and that ~~they~~ <sup>are</sup> probably subconsciously attitudinal or inadvertently institutional in nature rather than consciously institutional or attitudinal.

It is ~~probably~~ <sup>assumed</sup> that ~~the~~ <sup>an</sup> argument has been made that women and minorities just do not exist in the feeder groups nor are there any significant numbers seen to be feeding into the feeder groups. While this position probably could be defended in the DDS&T because of the technical nature of the qualifications required, ~~the~~ <sup>a</sup> counter argument could be made for the other Directorates that this kind of thinking is a barrier -- an attitudinal one, ~~perhaps~~. It follows logically that, if the argument does indeed have any truth to it, action then should be taken speedily to ~~identify~~ identify those women and minorities with potential to advance and get on with the task of providing formal and on-the-job training and assignments to move them into the feeder groups. An additional possible attitudinal barrier could be ~~the~~ the reluctance of officials at all levels to give what could be construed by dissatisfied employees (and potentially their lawyers) as "preferential treatment" to women and minorities. Thus, the non-biased systems provide "equal opportunity" without the danger of being accused of what has come to be known as "reverse discrimination".

No doubt managerial experiences with dissatisfied ~~employees~~ have become more vocal and militant about perceived wrongs contribute to a general reluctance to take actions perhaps deeply believed necessary but which may create other problems that

to become time-consuming, counter-productive and difficult to resolve.

It is possible, too, that the uniform promotion system, although well-intended, inadvertently serves as an institutional barrier by making it difficult to promote outside of the designated times. Component- or Directorate-imposed time-in-grade "guidelines" no doubt ~~contribute to~~ <sup>create</sup> a reluctance to promote any deserving employee faster than those "guidelines" allow. The past years of shrinking T/Os, with pressures to "do more with less" also could be serving as an inadvertent institutional barrier which ~~prevents~~ <sup>inhibits</sup> managers from removing even the most deserving employees from production to a non-productive training mode. It also is more likely than not, that there are other attitudinal forces serving as barriers -- many of which are not consciously acknowledgeable by any of us because they are deep-seated, emotionally-charged, and, for those who indeed might be aware of them, certainly not the kind of thing one <sup>feels free to</sup> openly admit to in today's environment. ~~Trying to break these down~~ <sup>unrecognized</sup> These internalized ~~often~~ and hidden forces work subtly and covertly but accomplish the same end as any intentional or ~~unintentional~~ unintentional overt barriers.